

A vertical black and white photograph on the left side of the page. It shows a crescent moon in the upper left and the silhouette of a palm tree against a light sky in the lower right.

Springfield Elementary

2414 Clover Street
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	545 Students	
Principal	Dr. Jacqueline Dingle	843-763-1538
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	Below Average
2006	Good	Average
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

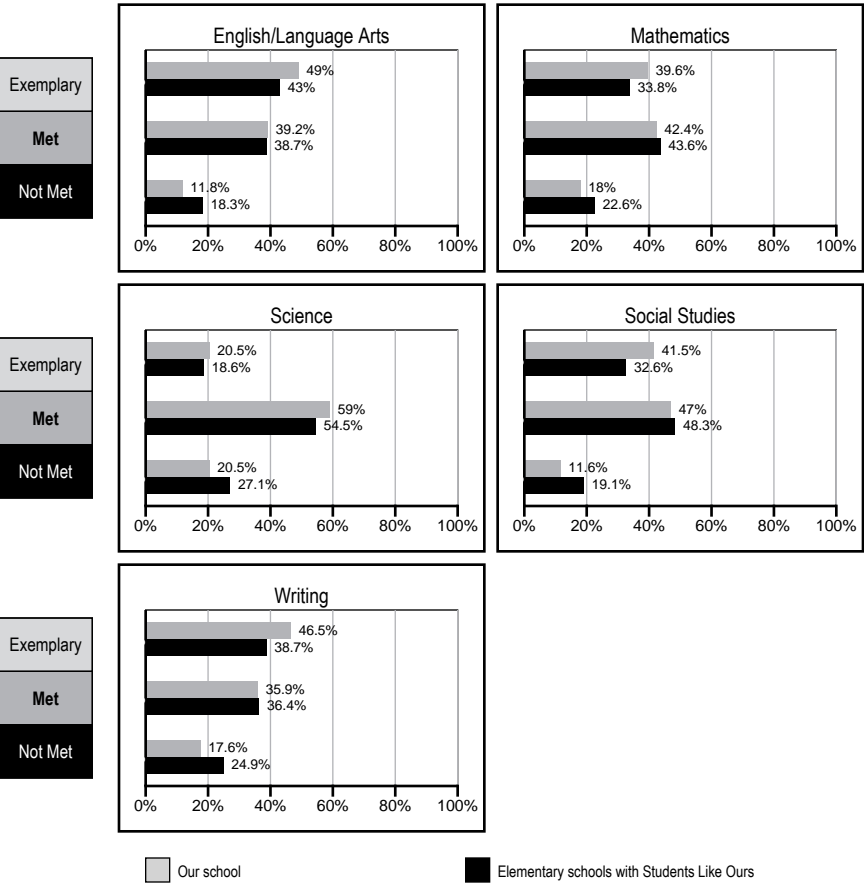
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	30	47	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=545)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Up from 1.8%	2.0%	1.9%
Attendance rate	95.7%	Down from 96.0%	96.3%	96.3%
Eligible for gifted and talented	14.6%	Down from 16.6%	14.1%	10.0%
With disabilities other than speech	2.6%	Down from 4.1%	7.7%	7.7%
Older than usual for grade	0.3%	Up from 0.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.4%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	57.1%	Up from 43.2%	60.4%	59.4%
Continuing contract teachers	80.0%	Down from 83.8%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.1%	Up from 80.9%	87.9%	85.9%
Teacher attendance rate	95.4%	Down from 95.9%	95.3%	95.1%
Average teacher salary*	\$44,651	Down 1.7%	\$47,362	\$47,149
Professional development days/teacher	9.3 days	No Change	10.9 days	11.1 days
School				
Principal's years at school	20.0	Up from 19.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.5 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.6%	Down from 91.1%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,245	Up 6.2%	\$6,860	\$7,458
Percent of expenditures for instruction**	71.1%	Down from 72.6%	69.2%	68.8%
Percent of expenditures for teacher salaries**	63.1%	Down from 65.9%	63.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Located in the heart of the Ashley River historical district, Springfield Elementary School is a quaint neighborhood school that is committed to increasing student achievement for all students. Highly qualified teachers differentiate instruction to meet the needs and learning styles of each child. High parental involvement ensures that the entire Springfield community is working together for the welfare of our students. Springfield continues to achieve performance excellence by supporting the district's Core Values: Results, Access and Partnerships. Teachers collaborate to improve instruction and implement inclusion creating a constructive professional learning community. Springfield has maintained a "Good" Absolute Rating on the South Carolina Annual School Report Card for the last six years.

The faculty and staff of Springfield Elementary are very pleased to welcome families from new attendance lines for the 2009-2010 school year. We look forward to working together for the welfare of our children. Quarterly orientation classes are held for new students to help these children feel welcome and comfortable at our school. We hope all new parents will take an active part in our PTA and School Improvement Council.

Springfield integrates cutting-edge technology with Charleston's Coherent Curriculum. Each classroom is equipped with desktop computers, and a laptop computer for instruction. Every classroom is slated to be upgraded with SmartBoard technology during the current school year. Students have access to three computer labs on a daily basis. Each lab is equipped with 30 state of the art desktop computers, a SmartBoard, and a networked printer. These labs are used for technology integration into the curriculum, Academy of Reading and SuccessMaker software.

At Springfield, students come first!

Jacqueline Dingel
Principal

Barbara Lehnhoff
SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	63	43
Percent satisfied with learning environment	100.0%	84.1%	97.6%
Percent satisfied with social and physical environment	100.0%	87.3%	93.0%
Percent satisfied with school-home relations	92.9%	85.5%	93.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	214	100	13.9	44.3	41.8	93.8	84.9	82.8	Yes	Yes
Gender										
Male	102	100	14.4	46.7	38.9	93.3	81.8	79.3	N/A	N/A
Female	112	100	13.5	42.3	44.2	94.2	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	115	100	7.4	35.2	57.4	97.2	95.8	89.5	Yes	Yes
African American	86	100	24.3	60.8	14.9	87.8	74.8	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	11	100	27.3	63.6	9.1	81.8	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	9.1	18.2	72.7	100	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	111	100	20.2	52.5	27.3	89.9	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	214	100	21.6	41.2	37.1	86.6	81	78.9	Yes	Yes
Gender										
Male	102	100	22.2	45.6	32.2	85.6	79.3	77	N/A	N/A
Female	112	100	21.2	37.5	41.3	87.5	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	115	100	10.2	41.7	48.1	95.4	94.6	87.2	Yes	Yes
African American	86	100	40.5	41.9	17.6	73	67.9	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	11	100	45.5	45.5	9.1	72.7	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	9.1	27.3	63.6	90.9	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	111	100	30.3	40.4	29.3	79.8	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	140	100	24.2	58.6	17.2	75.8	68.9	67.5
Gender								
Male	59	100	25.9	53.7	20.4	74.1	68.2	67
Female	81	100	23	62.2	14.9	77	69.6	68
Racial/Ethnic Group								
White	76	100	13.9	61.1	25	86.1	90.4	79.5
African American	55	100	N/AV	N/AV	N/AV	59.6	48.1	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	77	100	32.4	60.3	7.4	67.6	50.2	55.1

Social Studies

All Students	143	100	13.1	44.6	42.3	86.9	76.8	72.3
Gender								
Male	73	100	10.9	51.6	37.5	89.1	75.3	71.5
Female	70	100	15.2	37.9	47	84.8	78.4	73.2
Racial/Ethnic Group								
White	77	100	6.9	37.5	55.6	93.1	91.5	80.7
African American	57	100	24	58	18	76	62.7	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	74	100	19.4	56.7	23.9	80.6	64	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	208	99.5	20.2	38.3	41.5	79.8	74.1	70.2	95.9	96
Gender										
Male	98	99	24.7	46.1	29.2	75.3	67.8	63.2	95.7	95.9
Female	110	100	16.3	31.7	51.9	83.7	80.6	77.5	96	96.1
Racial/Ethnic Group										
White	113	99.1	15.9	31.8	52.3	84.1	90.4	79.1	95.6	95.9
African American	82	100	28.4	50	21.6	71.6	59.2	57.6	96	96
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.9	86.2	97.9	97
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.1	62.6	96.9	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	94.6	95.8
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	29.6	26.1	95.6	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	12	100	9.1	18.2	72.7	90.9	60.2	61.2	97.4	96.5
Socio-Economic Status										
Subsidized meals	104	100	26.8	45.4	27.8	73.2	59.1	58.9	95.7	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	74	100	9.5	50.8	39.7	90.5
	4	69	100	18.8	32.8	48.4	81.3
	5	71	100	13.4	49.3	37.3	86.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	74	100	28.6	31.7	39.7	71.4
	4	69	100	7.8	50	42.2	92.2
	5	71	100	28.4	41.8	29.9	71.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	37	100	32.3	61.3	6.5	67.7
	4	69	100	18.8	54.7	26.6	81.3
	5	34	100	27.3	63.6	9.1	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	37	100	12.5	37.5	50	87.5
	4	69	100	7.8	48.4	43.8	92.2
	5	37	100	23.5	44.1	32.4	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	71	98.6	19.4	37.1	43.5	80.6
	4	67	100	12.5	50	37.5	87.5
	5	70	100	28.4	28.4	43.3	71.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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